DOCUMENT RESUME

ED 404 533 CE 073 553

TITLE	Missouri Marketing Education Competency Profile. Cross-Referenced to Marketing Education Resources and the Missouri Show-Me Standards. Revised.
INSTITUTION	Missouri Univ., Columbia. Instructional Materials Lab.
SPONS AGENCY	Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE	Jun 96
NOTE	62p.
AVAILABLE FROM	Instructional Materials Laboratory, University of Missouri, 8 London Hall, 2316 Industrial Drive, Columbia, MO 65202 (order no. 80-1045-C: $14; 800/669-2465; http://www.iml.coe.missouri.edu).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; *Competency Based Education; Course Content; Distributive Education; *Marketing; Minimum Competency Testing; *Performance; Postsecondary Education; Profiles; Secondary Education; *State Standards; *Student Evaluation; Student Records; Units of Study
IDENTIFIERS	Missouri

ABSTRACT

This packet consists of explanatory materials on the Missouri Marketing Education Competency Profile and related information. Section 1 describes the mission of marketing education, marketing occupations, curriculum framework, and curriculum alignment for the 1996 profile. Section 2 addresses 1996 revisions to the Missouri Marketing Education Core Curriculum, including the revalidation process and a list of revisions to the core curriculum. Section 3 contains the list of the revised Missouri Marketing Education instructional units, learner outcomes, and competencies. On this list, the lettering and numbering system of the instructional units, learner outcomes, and competencies is the system used on the "Cross-Reference Table to Marketing Education Resources," the "Cross-Reference Table to Show-Me State Knowledge Standards," and the "Cross-Reference Table to Show State Performance Standards." Section 4 provides a table that lists the six textbooks with which the revised competencies were cross-referenced. The following table cross-references the competencies with the textbooks according to the chapter of the text that contains information on that competency. Section 5 lists the Missouri Show-Me State Standards Knowledge Standards and Performance Standards. Two tables contain the learner outcomes cross-referenced to the knowledge standards and performance standards, respectively. A copy of the Marketing Education Competency Profile is attached. (YLB)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

H Schlichting

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

80-1045-C

ED 404 533

Missouri Marketing Education Competency Profile

Cross-Referenced to Marketing Education Resources and the Missouri Show-Me Standards

1 9 9 6

CE 073553

Instructional Materials Laboratory • University of Missouri, Columbia

BEST COPY AVAILABLE

Missouri Marketing Education Competency Profile

Cross-Referenced to Marketing Education Resources
and the Missouri Show-Me Standards

Revised: June 1996

Available from:

Instructional Materials Laboratory
University of Missouri-Columbia
8 London Hall
Columbia, MO 65211
800/669-2465 or 573/882-2883
http://iml.coe.missouri.edu/

Development of this product was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, information or opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Adult Education, and no official endorsement should be inferred.

ACKNOWLEDGMENTS

Curriculum Team

Jane Brown, William Chrisman High School
Pat Downey, Mehlville Senior High School
Jerry Keister, Blue Springs High School
Jim Logan, Lincoln University
Mike Young, Excelsior Springs High School

Researchers

Rick Wilkinson, *Instructor*, Business and Marketing Education, University of Missouri-Columbia
Barb Mason, *High School Business Education Instructor*, Paris R-II High School

Editor

Julie Gibbs, *Assistant Editor*, Instructional Materials Laboratory, University of Missouri-Columbia

Marketing and Cooperative Education Staff, Department of Elementary and Secondary Education

Gene Reed, *Director*
Julie Lyman, *Supervisor*
Jean Fink, *Secretary*

Instructional Materials Laboratory Staff University of Missouri-Columbia

Harley Schlichting, *Director*
Phyllis Miller, *Associate Director*
Dan Stapleton, *Assistant Director*
Jan Trimble, *Word Processor*
Becky Tieman, *Student Assistant*
Susan Ferber, *Graphic Artist*
Paul Kliethermes, *Press*
Rhonda Woody, *Bindery*

TABLE OF CONTENTS

Missouri Marketing Education Competency Profile 1996 ..... **1-3**

Mission of Marketing Education 1
Marketing Occupations 1
Curriculum Framework 1-2
Curriculum Alignment 2-3

1996 Revisions to the Missouri Marketing Education Core Curriculum **4-6**

Revalidation Process 4-5
Revisions in the Core Curriculum 5-6

Missouri Marketing Education Instructional Units, Learner Outcomes, and Competencies ... **7-17**

List of Instructional Units, Learner Outcomes, and Competencies 9-17

Marketing Education Resources **19-32**

Cross-Reference Table to Marketing Education Resources 21-32

Missouri Show-Me State Standards **33-43**

Knowledge Standards 33-34
Cross-Reference Table to Show-Me State Knowledge Standards 35-37
Performance Standards 39-40
Cross-Reference Table to Show-Me State Knowledge Standards 41-43

MISSOURI MARKETING EDUCATION COMPETENCY PROFILE 1996

Mission of Marketing Education

The mission of marketing education is to develop competent workers in and for the major occupational areas within marketing, to assist in the improvement of marketing techniques, and to develop an understanding of the wide range of social and economic responsibilities that accompany the right to engage in marketing business in a free enterprise economic system.

Marketing education serves a cross section of the population. It includes multiple programs designed to meet the needs of youth and adults with marketing business career goals and with other career goals but who wish to acquire specific marketing skills. Marketing education offered at the secondary level prepares students for immediate employment; postsecondary education at a technical, two year, or four year school; or both.

The marketing education program design is based on six fundamental premises:

1. The discipline of marketing is the content base for all instruction.
2. Instruction will be offered to all persons and in whatever setting necessary to meet community needs.
3. Programs will deliver a range of instruction covering all functional skills, career competency development, and operational management.
4. Instruction will stress application to and direct involvement with marketing businesses and may be carried out by a variety of methods.
5. Professional personnel in the field of marketing education will have training in marketing education and possess business experience in marketing.
6. Where offered, marketing education will be considered an integral part of the institution's education program with direction and counsel coming largely from a business community advisory group.

Marketing Occupations

Marketing consists of those activities that make products and services available to consumers and businesses when and where they want them and at an affordable price. The general marketing functions performed that assist in the movement of goods and services to the consumers are buying, selling, storing, sorting, transporting, financing, information gathering, and risk taking. Manufacturers, wholesalers, and retailers may all perform some or all of these marketing functions. Marketing occupations exist at all stages as a product or service is produced and made available to consumers, and may be found in manufacturing, wholesaling, and retailing businesses, as well as service providers and not-for-profit organizations.

Curriculum Framework

The marketing education program consists of three major components: classroom instruction, cooperative education, and a vocational student organization (DECA). These program components are co-curricular, meaning that they supplement and reinforce each other. Developed for Missouri Marketing Education programs, core competencies may be integrated into the learning activities of any of these three components.

Based on the core competencies required for employment obtainment and advancement, the following general framework for instructional content has been identified:

- Advertising and Sales Promotion
- Communications in Marketing
- Economic Concepts
- Employment and Advancement
- Human Relations in Marketing
- Marketing Concepts
- Marketing Operations
- Marketing Management
- Selling

Curriculum Alignment

Curriculum alignment involves matching instruction (content and methods) and student assessment to the desired competencies. Instruction should follow the objectives of the individual marketing program and students should only be assessed on the instruction provided. In this manner, students will learn what is expected of them and teachers and schools will have meaningful evaluation data.

The general procedure for developing and aligning a curriculum is as follows:

1. Identify competencies,
2. Define objectives,
3. Select instructional content,
4. Develop assessment techniques,
5. Develop learning experiences, and
6. Select resources.

Competencies. Competencies represent measurable standards of knowledge, skills, attitudes, and abilities. Competencies should be identified for the Marketing Education program that support the program's mission and goals and that reflect local business and community needs.

Objectives. Competencies needed to perform marketing-related tasks provide the basis of instructional objectives. Objectives are precise measurable statements that identify the activity or behavior required of the student, the level of expected performance, and the conditions under which the activity takes place.

Instructional Content. Selecting instructional content involves grouping and sequencing the desired competencies so that the student receives instruction in a coordinated manner. This selection also includes allocating the appropriate amount of time so that competencies can be adequately covered.

Learning Experiences. Learning experiences may occur in the classroom, on the job, in DECA activities, or other community based activities. Learning experiences typically apply what was learned in the classroom in a real or simulated experience.

Resources. Instructional materials, resources, and equipment should be identified for each instructional unit that supports the instruction of the desired competencies. These resources may include text books, magazines and periodicals, videotapes, computers with software packages, and audio-visual equipment. Resources should be matched to the instructional content, not the other way around.

Assessment. Assessment should measure each student's achievement against a predetermined standard of mastery. This standard of mastery should correspond to the instructional objectives. Assessment may include any number of measures used to obtain information as to the student's knowledge, skills, and abilities as they relate to the desired competencies. Assessment includes evaluations of performance as well as knowledge. Individual student attainment of competencies must be recorded. Various systems, including computer data-based systems, are available to accurately record student mastery of competencies.

1996 Revisions to the Missouri Marketing Education Core Curriculum

The Marketing and Cooperative Education section of the Division of Vocational and Adult Education, through a funded project with the Marketing Education program at the University of Missouri-Columbia, established a minimum core curriculum for Marketing Education programs in 1983 as part of the Vocational Instructional Management System (VIMS) implementation. Minimum core competencies were formalized to be used as a base in the development of curricula in secondary Marketing Education programs throughout the state. In 1990, the core competencies were revalidated by marketing educators and business representatives to ensure their relevance.

In a continuing effort to ensure that secondary Marketing Education programs are providing instruction to meet the changing needs of business and community, the core competencies were revalidated again during the 1995-1996 academic year. Input obtained from a review of current literature, surveys of marketing instructors and business representatives in Missouri, and Missouri Marketing Education Curriculum Team guidance was utilized to revise the core competencies.

Revalidation Process

The following process was undertaken as part of the revalidation process:

1. The Missouri Marketing Education Curriculum Team provided guidance for the general structure and format for the revised competency listings. The team recommended that the competencies be compiled and assembled into one list for ease of reference and curriculum development.

2. Missouri Marketing Education Curriculum Team members and other lead teachers completed a survey to revalidate the learner outcomes using a dichotomous scale (learner outcomes "are appropriate" or "are not appropriate" for inclusion in the revised curriculum). In addition, instructors were asked to provide additional learner outcomes they felt essential to the marketing curriculum. Instructors were also asked to provide a list of instructional resources used or planned to be used in their program.

3. Data was gathered and tabulated. Based on the results, learner outcomes were revised.

4. A literature review was conducted by the project staff to identify potential new competencies for inclusion in the Missouri core curriculum. Marketing periodicals, research journals, and curriculum guides from other states were reviewed to identify content not included in the current core competency listings.

5. Potential new competencies were placed under the appropriate revised learner outcome, according to content, by the project staff.

6. All marketing teachers in the state were sent a survey containing the revised learner outcomes and core competencies. A dichotomous scale was utilized ("competency is relevant" or "competency is not relevant") for assessment of the competencies. In addition, teachers were asked to reword competencies or to move competencies to other learner outcomes or instructional units as appropriate.

7. Data was gathered and tabulated. Upon analysis by the project staff, a revised list of learner outcomes and core competencies was developed.

8. Business leaders, identified by the Missouri Marketing Curriculum Team members, reviewed the revised learner outcomes and core competencies and provided input for modification.

9. The revised learner outcomes and core competencies were cross-referenced with both resources supplied by curriculum team members and with the Missouri Show-Me Standards.

10. The Missouri Marketing Education Curriculum Team revised the curriculum based on input from business representatives, and identified the core competencies at the advanced level.

11. The Missouri Marketing Education Curriculum Team conducted a final review for usability and established the final revised core curriculum.

Revisions in the Core Curriculum

1. The instructional unit "**Market Planning**" was renamed "**Marketing Management**."

2. Learner outcomes were relettered as part of the restructuring process.

3. One learner outcome was moved to a different instructional unit.
   - "*Describe the importance of international marketing*" was moved from **Economic Concepts** to **Marketing Concepts**.

4. Three learner outcome were deleted, two new learner outcomes were added, and four learner outcomes were combined into two learner outcome.

   - "*Determine stock/sales relationship*" was deleted from the **Marketing Management** instructional unit.
   - "*Identify labor and management relations*" was deleted from the **Economic Concepts** instructional unit.
   - "*Use product or services knowledge to enhance sales success*" was deleted from the **Selling** instructional unit.
   - "*Participate in problem solving work teams*" was added to the **Human Relations in Marketing** instructional unit.
   - "*Understand the buying process*" was added to the **Selling** instructional unit.
   - "*Develop promotional activities*" and "*Plan promotional activities*" in the **Advertising and Sales Promotions** instructional unit were combined into *"Develop and plan promotional activities."*
   - "*Conduct promotional activities*" was combined with "*Manage promotional activities*" in the **Advertising and Sales Promotions** instructional unit.

5. Four learner outcomes were reworded or renamed for clarity and emphasis.
   - The learner outcome "*Facilitate communications between employees and management*" was renamed "*Facilitate communications among employee, management, and customers*" in the **Communications in Marketing** instructional unit.
   - The learner outcome "*Regulate stock*" was renamed "*Manage inventory*" in the **Marketing Operations** instructional unit.
   - "*Apply professional selling techniques*" was renamed "*Plan a sales presentation.*"
   - "*Demonstrate the steps in a sales transaction*" was renamed "*Conduct a sales presentation*" in the **Selling** instructional unit.

6. Twenty-five competencies were eliminated form the original list and sixty-one competencies were added.

7. Many of the competencies were reworded or rephrased to provide greater clarity and to reflect current marketing issues and standards.

8. Competencies were renumbered as part of the restructuring of the format from two lists (fundamentals and advanced) into one list. There are nine instructional units (referred to as duty bands in the previous listings) in the revised curriculum. Each instructional unit has related learner outcomes that represent what the students should know or be able to do. Each learner outcome has related core competencies, which represent measurable standards of knowledge, skills, attitudes, and abilities that indicate mastery of the learner outcome.

MISSOURI MARKETING EDUCATION
INSTRUCTIONAL UNITS, LEARNER OUTCOMES, AND COMPETENCIES

The following pages contain the list of the revised instructional units, learner outcomes, and competencies. On this list, the lettering and numbering system of the instructional units, learner outcomes, and competencies is the system used on the "Cross-Reference Table to Marketing Education Resources," the "Cross-Reference Table to Show-Me State Knowledge Standards," and the "Cross-Reference Table to Show-Me State Performance Standards."

The lettering and numbering system is as follows:

- The instructional units are identified by uppercase letters. The type is in bold, small cap, sans serif lettering.
- The learner outcomes are identified by numbers. The type is in bold, italicized, serif lettering.
- The competencies are identified by lowercase letters. The type is in serif lettering. Please note that some competencies are preceded by an asterisk (*). An asterisk to the left of a competency indicates that this competency is an advanced competency, which is a competency identified for inclusion in an advanced marketing education class. Some of these competencies may be selected for inclusion in a first-year marketing education class based on local need.

An index of the lettering and numbering system appears at the top of every page of the list.

The *uppercase letters, numbers, and lowercase letters* have been combined to cross-reference ***competencies*** with texts in the "Cross-Reference Table to Marketing Education Resources." The *uppercase letters and numbers* have been combined to cross-reference ***learner outcomes*** with the knowledge standards and performance standards on the "Cross-Reference Table to Show-Me State Knowledge Standards," and the "Cross-Reference Table to Show-Me State Performance Standards."

A. INSTRUCTIONAL UNIT
1. Learner Outcome
a. Competency

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing class. Some of these competencies may be selected for inclusion in a first-year marketing education class based on local need.

A. COMMUNICATIONS IN MARKETING

1. Facilitate communications among employee, management and, customers

a. Describe the communications process
* b. Interpret management policies to employees
* c. Interpret employee problems to management
* d. Interpret progress of departments, systems, or functions within the business to management
e. Explain the use of inter-department/company communications
f. Demonstrate application of technology to marketing
* g. Conduct business and staff meetings and participate productively in meetings

2. Interpret marketing information

a. Read a variety of business communications and determine the relevant information
b. Communicate orally or in writing the important information gained from reading and research
* c. Interpret tables, graphs, and charts in order to gain marketing information relevant to a business
d. Explain types and uses of industry and company communications and publications
e. Explain the different roles played by interpersonal communication and mass communication
* f. Interpret business policies to customers/clients

3. Train employees

* a. Teach individual employees to perform job duties
* b. Give oral presentations to groups of marketing personnel

4. Use oral communications in marketing

a. Speak in a business like manner
b. Use proper listening skills
c. Demonstrate effective telephone techniques and manner in a business situation
d. Use non-verbal communication to help convey feelings
e. Listen to and follow directions
f. Address people properly

5. Use written communications in marketing

a. Read and understand written communications
b. Complete letters, forms, reports, and memorandums
c. Describe the importance of reading current business news media
d. Use proper grammar and vocabulary
e. Demonstrate computer literacy in use of word processing, spreadsheets, and data management
f. Practice proper etiquette for electronic communications

A. INSTRUCTIONAL UNIT

1. Learner Outcome

a. Competency

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing class. Some of these competencies may be selected for inclusion in a first-year marketing education class based on local need.

B. ECONOMIC CONCEPTS

1. Identify business risks in the marketplace

a. Explain the meaning of business risks
b. Identify types of risks that businesses encounter
c. Explain how businesses deal with the various types of risks

2. Identify Gross Domestic Product

a. Define Gross Domestic Product (GDP)
b. Identify components of GDP calculations
c. Explain why the U.S. GDP has continued to grow

3. Understand economics and economic activities

a. Define economics as a process
b. Identify economic activities
c. Explain the importance of understanding economics
d. Identify the major types of economic resources
e. Identify examples of economic resources according to major type
f. Compare and contrast the characteristics and values of three major economic systems
g. Explain the four types of economic utility (form, time, place, and possession)
h. Describe the business cycles

4. Understand government regulations in marketing enterprises

a. Identify reasons for government regulations of business activities
b. Describe how government regulates business activities

5. Understand profits

a. Define profit
b. Identify elements that need to be accounted for before a profit can be made
c. Explain why profit is an essential part of the private free enterprise system
d. Identify that the market price of a product is based on what a consumer is willing to give and what a seller is willing to take

6. Understand the private enterprise system

a. Explain the meaning of private free enterprise
b. Describe the different types of business ownership
c. Identify the effects of competition on buyers and sellers
d. Explain why competition is important to the successful functioning of a private free enterprise system
* e. Identify the advantages and disadvantages of the legal forms of business ownership
* f. Identify environmental concerns and issues that relate to the operation of a business
* g. Describe the types and levels of union organization and their effect on labor and management

7. Understand the relationship between supply and demand

a. Recognize that economic goods are the products and services offered to meet consumer needs and wants
b. Define supply and demand
* c. Distinguish between buyer's and seller's markets
* d. Describe the influences and interactions of supply and demand

A. **INSTRUCTIONAL UNIT**
1. ***Learner Outcome***
a. Competency

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing class. Some of these competencies may be selected for inclusion in a first-year marketing education class based on local need.

C. **EMPLOYMENT AND ADVANCEMENT**

1. Apply marketing management abilities

* a. Identify qualities necessary for management/entrepreneurship
* b. Identify the personal qualities needed for management/entrepreneurship
c. Identify educational resources available within the community that develop career advancement opportunities
d. Explain salary and benefit information
e. Identify the sources for securing marketing career information
f. Explain the roles of education, training, and experience in career planning
g. Identify those characteristics that help people obtain, hold, and progress in their jobs in marketing occupations

2. Complete a marketing employment interview

a. Develop a confident attitude when participating in an employment interview
b. Meet the standards of appearance and behavior required for the interview
c. Complete a personal resume and letter of application
d. Complete employment application forms for marketing employment
e. Recognize the purposes and types of employment tests and general guidelines for taking them
f. Complete a personal interview and follow-up activities
g. Identify ways of integrating school and work experiences together

3. Identify a marketing occupational objective

a. Identify personal occupational requirements
b. Describe entry-level marketing jobs available in most communities
c. Identify possible advancement patterns
d. Identify a tentative marketing occupational interest
e. Develop a tentative career plan

4. Secure a marketing position

a. Explain the importance of rules and regulations in a business
b. Describe desirable work habits
c. Explain gross pay and net pay

5. Secure advanced marketing employment

* a. Locate job prospects
* b. Describe the process for obtaining full-time employment in marketing
* c. Update personal resume
* d. Identify how to make job changes appropriately

A. **INSTRUCTIONAL UNIT**
   1. ***Learner Outcome***
      a. Competency

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing class. Some of these competencies may be selected for inclusion in a first-year marketing education class based on local need.

D. **HUMAN RELATIONS IN MARKETING**

1. Develop effective personal human relations skills for marketing

a. Define human relations
b. Identify the importance of self-understanding in establishing effective human relationships
c. Analyze personal strengths, weaknesses, interests, aptitudes, traits, abilities, and attitudes
d. Develop a plan of short and long-term goals
e. Demonstrate such interpersonal skills such as punctuality, initiative, courtesy, loyalty, and honesty and maintain an appropriate personal appearance

2. Identify the ethical and social responsibilities of marketing

* a. Describe the social obligation of marketing
* b. Describe ethical behavior in marketing
c. Develop an awareness of safety procedures and health procedures used in business operations

3. Motivate marketing employees

* a. Explain theories of employee motivation
* b. Identify ways to maintain a pleasant working environment
* c. Describe the importance of recognizing the accomplishments of others

4. Participate in professional marketing related activities

* a. Explain the importance of professional marketing organizations and cite examples
* b. Explain the importance of trade associations in specific areas of marketing
* c. Identify and explain the importance of participating in community affairs

5. Understand human relations in a marketing enterprise

a. Develop professional relationships with customers, co-workers, supervisors, and managers
* b. Distinguish roles and duties within an organization

6. Participate in problem solving work teams

* a. Recognize sources of conflict and identify ways to reduce it
* b. Use creative-thinking techniques
c. Work as a part of a team to achieve marketing goals
d. Accept criticism and use appropriate criticism
* e. Demonstrate negotiation skills

E. **MARKETING OPERATIONS**

1. Calculate prices of products or services

a. Explain the importance of pricing
b. Define the terminology used in pricing
c. Calculate mark-up and mark-downs
d. Calculate tax, discounts, and miscellaneous charges for purchases
e. Explain the techniques used in price marking

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing class. Some of these competencies may be selected for inclusion in a first-year marketing education class based on local need.

2. *Handle payments for purchases of products or services*

a. Handle various types of payment for purchases
b. Handle returns for exchange, cash refunds, or charge credit
c. Handle COD and layaway sales transactions

3. *Operate a check-out area*

a. Balance cash drawer against cash register reading
b. Handle cash transactions including change-making activities
* c. Maintain records of cash received and bank deposits

4. *Perform basic mathematical computations in marketing*

a. Perform addition and subtraction applications in marketing
b. Perform multiplication and division applications in marketing
c. Perform fraction and percentage applications in marketing

5. *Process purchase/payment forms and records*

a. Authorize checks according to the firm's policy
* b. Complete purchase orders
* c. Complete packing slips and invoices
* d. Compare ways to ship merchandise in terms of cost and suitability
* e. Analyze discount date and due date to determine the amount of payment on an invoice

6. *Manage inventory*

* a. Calculate stock turnover
* b. Maintain stock control records
* c. Determine relationships between stock and sales
* d. Interpret break-even points
* e. Interpret stock turnover in relation to department or company operating profits
* f. Check incoming stock and complete stock control records

7. *Understand financial statements*

* a. Interpret financial statements
* b. Complete financial statements (i.e. balance sheet, income statement)
* c. Develop an understanding that effective marketing and business operations are based on adequate financial resources, budgeting, and proper use of credit
* d. Develop an awareness of specific applications of computers in marketing operations

8. *Understand inventory control*

* a. Explain the importance of inventory control
* b. Identify importance of preventing stock shrinkage
* c. Explain the term perpetual inventory
d. Explain the procedures of a physical inventory
e. Identify external and internal security procedures

A. **INSTRUCTIONAL UNIT**
1. ***Learner Outcome***
a. Competency

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing class. Some of these competencies may be selected for inclusion in a first-year marketing education class based on local need.

F. **MARKETING MANAGEMENT**

1. Conduct marketing research

* a. Identify a marketing research project
* b. Develop a marketing research design
* c. Research the secondary data resources
* d. Gather primary data
* e. Apply sampling techniques to identify the sample population
* f. Prepare a research instrument
* g. Prepare a research report
* h. Present a research report
* I. Explain the use of on-line marketing data bases
* j. Solve marketing problems by using rational decision-making process

2. Develop specific products and/or services for specific markets

a. Explain market segmentation strategies
b. Cite examples of specific products/services and their target markets
c. Give examples of product positioning

3. Establish pricing policies

* a. Identify the factors that affect pricing
* b. Identify the most widely adopted and used pricing strategies
* c. Set pricing objectives for a product/service
* d. Interpret warranties and guarantees

4. Examine the development of new products

* a. Identify sources of ideas for new products
* b. Identify the methods of screening ideas for new products
* c. Identify the methods used for evaluating a new product idea
* d. Identify the forms and importance of pre-testing a product prototype
* e. Describe the stages of product development
* f. Describe the forms of market testing

5. Plan for product and services in the marketplace

a. Explain the role that product/service planning activities play in a company's success in the marketplace
b. Identify factors that influence product/service planning
c. Identify the methods of gathering primary marketing data
* d. Apply one or more of the methods to gather primary data
e. Explain the steps in product planning
f. Identify types of forecasting used in marketing
g. Give examples of technology used in market planning

6. Understand the marketing cycle of a product

a. Identify types of product branding, labeling, and packaging strategies
b. Define the product line and product mix
c. Identify the stages of the product life cycle

A. **INSTRUCTIONAL UNIT**
   1. ***Learner Outcome***
      a. Competency

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing class. Some of these competencies may be selected for inclusion in a first-year marketing education class based on local need.

G. ADVERTISING AND SALES PROMOTION

1. Analyze advertising media

a. Identify the major advertising media used to promote sales
b. Identify the major elements of a print or broadcast advertisement
* c. Compare current promotional material (catalogs, brochures, etc.) sent out to consumers by a business and its competitors
d. Identify the costs of various advertising media
* e. Analyze print and broadcast advertisements
f. Explain legal and ethical standards in promotion

2. Evaluate promotional activities

a. Define promotional mix
b. Describe the potential elements of a promotional mix
* c. Identify the major advantages and disadvantages of different forms of product promotion
* d. Describe the most important factors that management should consider when designing a promotional mix
e. Describe the role of advertising, personal selling, public relations, and publicity in a company's promotional mix

3. Manage promotional activities

* a. Develop a schedule/calendar for changing major displays
* b. Coordinate promotional activities with local activities or seasonal events
* c. Coordinate national or chain advertising with local business promotions
d Check advertising copy for omissions, additions, and corrections
* e. Inform personnel of the schedule of company sales promotion activities

4. Develop and plan promotional activities

* a. Plan and develop seasonal and storewide themes
* b. Select products for promotion that are seasonal and timely
* c. Plan advertising and displays that adhere to store promotional policies
* d. Obtain and use current product information necessary for effective and timely promotional activities
* e. Select the most effective locations within the business to place displays
* f. Allocate promotional space for an item based on its sales volume
* g. Describe the importance of promotion in stimulating product demand
* h. Prepare promotional budget
I. Identify the special promotion activities used to promote sales
* j. Identify how sales promotion benefits the marketing business, employee, and consumer

5. Utilize visual merchandising in the promotion mix

a. Identify the basic types of displays used to promote sales
b Identify the importance of visual merchandising as it applies to a business image
c. Select appropriate, seasonal, and timely display merchandise
d. Identify the basic elements of display arrangement

A. INSTRUCTIONAL UNIT

1. Learner Outcome

a. Competency

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing class. Some of these competencies may be selected for inclusion in a first-year marketing education class based on local need.

H. SELLING

1. Plan a sales presentation

a. Identify ways of dealing with ancillary personnel
b. Prepare and organize sales aids
c. Plan a smooth, natural, and interesting sales presentation
d. Plan for customer's participation
e. Identify how to analyze customer needs and wants
f. Identify sources of product or service knowledge

2. Conduct a sales presentation

a. Announce the purpose for the call immediately to the prospective customer
b. Gain customer's attention with a strong opening remark
c. Approach the customer, determine needs, and begin the sale
d. Show how the product or service will satisfy the needs of the customer
e. Present the features and benefits of a product or service
f. Overcome customer's objections and excuses
g. Close the sale
h. Follow-up to service the sale
I. Use information on tags, labels, stamps, wrappers, etc. to help the customer buy intelligently
j. Convert product or service knowledge into selling points

3. Identify various types of selling

a. Identify the various types of selling, besides retailing, that takes place in marketing
b. Identify sales-related occupations
c. Identify the various kinds of non-personal and personal selling
d. Process telephone orders

4. Utilize specialized selling techniques

* a. Compare goods or services favorably with competing products or services
* b. Suggest advertised products or services with related items in an attempt to increase the amount of the sale
* c. Coordinate products or services with related items in an attempt to increase the amount of the sale
* d. Suggest larger quantities, higher priced goods, and additional goods in an effort to increase the average sale
* e. Develop sales-incentive programs

5. Utilize organizational skills in professional selling

a. Determine the importance of making an appointment in advance and being on time
b. Keep customer records
* c. Set and evaluate sales goals or quotas

6. Understand the buying process

a. Identify how to determine the buying motives of customers and then appeal to them
b. Analyze potential prospects and buying behavior
c. Explain the nature of the buying process
d. Perform operations that facilitate buying decisions

A. **INSTRUCTIONAL UNIT**
   1. ***Learner Outcome***
      a. Competency

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing class. Some of these competencies may be selected for inclusion in a first-year marketing education class based on local need.

I. **MARKETING CONCEPTS**

1. Analyze the marketing mix

a. Identify the types of goods
b. Understand the basic vocabulary of marketing
c. Explain market share and identify factors affecting market share
* d. Recognize trends and developments in marketing

2. Classify channels of distribution

a. Define channel of distribution
b. Describe two basic types of distribution
c. Describe the function performed by channel intermediaries
d. Identify factors that influence the length/width of a channel
e. Identify the characteristics of retailers, wholesalers, agents, and brokers
* f. Determine the most suitable channel of distribution for various products

3. Identify marketing strategies

a. Define marketing strategy
* b. Identify factors that affect marketing strategies
* c. Describe a marketing strategy for a given situation
d. Define marketing mix and identify the elements of the marketing mix
e. Determine a marketing mix for a product or service

4. Identify markets for a product and/or service

a. Define the meaning of a market for a product
b. Describe how a market for a product can be identified
c. Identify demographic characteristics that would compose market segments for particular products

5. Identify the importance of marketing

a. Explain the importance of marketing in our economy
b. Define and explain the marketing functions involved in marketing products and services
c. Explain the marketing concept

6. Describe the importance of international marketing

a. Define international trade
b. Explain why nations engage in international trade
* c. Describe how international trade affects the economic interdependence of nations
* d. Analyze international trends on marketing

MARKETING EDUCATION RESOURCES

The revised competencies were cross-referenced with textbooks that were selected by the curriculum team as representative of the texts used in marketing education curriculum. The following table lists the competencies by instructional unit uppercase letter, learning outcome number, and competency lowercase letter. For example, competency a (Describe the communications process) in learning outcome 1 (Facilitate communications among employee, management, and customers) of instructional unit A (Communications in Marketing) is listed as *A.1.a.* The table cross-references the competencies with six marketing education textbooks according to the chapter of the text that contains information on that competency.

The six textbooks used for the cross-reference table are:

Burrow, J. & Eggland, S. (1995). *Marketing foundations and functions.* United States: South-Western Publishing Co.

Farese, L. S., Kimbrell G. & Woloszyk, C. A. (1997). *Marketing essentials. Second edition.* United States: Glencoe/McGraw-Hill.

Farese, L. S., Kimbrell G. & Woloszyk, C. A. (1991). *Marketing essentials. First edition.* United States: Glencoe/McGraw-Hill.

Mason, R. E., Rath, P. M., Husten, S. W. & Lynch, R. L. (1995). *Marketing practices and principles. Fifth edition.* United States: Glencoe/McGraw-Hill.

Meyer, E. C. & Allen, K. R. (1994). *Entrepreneurship and small business management.* United States: Glencoe–Macmillan/McGraw-Hill.

Samson, H. E. & Little, W. E. (1993). *Retail merchandising: consumer goods & services. Eleventh edition.* United States: South-Western Publishing Co.

All of the above texts are available for review from the Missouri Vocational Resource Center (MVRC), University of Missouri-Columbia, 8 London Hall, Columbia, MO 65211. 1/800/392/7217 or 573/882/1470.

CROSS-REFERENCE TABLE TO MARKETING EDUCATION RESOURCES

Competency	*Entrepreneurship and Small Business Management*	*Marketing Essentials, 1st Ed.*	*Marketing Essentials, 2nd Ed.*	*Marketing Foundations and Functions*	*Marketing Practices and Principles*	*Retail Merchandising*
A 1 a	Chapter 4	Chapter 9	Chapter 9	Chapter 17		Chapter 5
A 1 b	Chapters 21, 23	Chapter 23	Chapters 12 & 23	Chapter 23	Chapter 35	Chapters 2, 16, 34, & 41
A 1 c	Chapters 4, 21, & 23	Chapter 23	Chapters 12 & 23	Chapter 23	Chapter 36	Chapters 16 & 34
A 1 d		Chapters 9 & 11	Chapters 9, 12, & 23	Chapter 23	Chapter 36	Chapter 16
A 1 e	Chapter 4	Chapter 9	Chapters 9 & 23			Chapter 16
A 1 f	Chapter 25	Chapter 26	Chapters 10 & 27	Chapters 22 & 24	Chapter 15	Chapters 8, 9, 50, & 52
A 1 g		Chapter 9	Chapter 9	Chapter 23		
A 2 a	Chapter 10	Chapter 34		Chapter 22		
A 2 b	Chapters 4 & 10	Chapter 9	Chapter 9	Chapter 22		
A 2 c	Chapter 10	Chapter 3	Chapter 8			Chapters 13 & 14
A 2 d		Chapter 9	Chapters 9 & 23	Chapter 22		Chapter 16
A 2 e				Chapter 17		
A 2 f	Chapter 17	Chapter 23	Chapter 23			Chapters 34 & 41
A 3 a	Chapters 17, 21, & 23	Chapter 11	Chapter 12	Chapter 23	Chapter 35	Chapters 3, 17, 18, & 20
A 3 b	Chapter 4	Chapter 9	Chapter 9	Chapter 23		Chapter 18
A 4 a	Chapter 4	Chapter 9	Chapters 9 & 43			Chapter 19
A 4 b	Chapter 4	Chapter 9	Chapter 9			Chapter 19
A 4 c	Chapter 4	Chapter 9	Chapter 9			Chapter 19
A 4 f		Chapters 9 & 10	Chapters 9 & 10			Chapter 19
A 5 a	Chapter 4	Chapter 9	Chapter 9			Chapter 19

BEST COPY AVAILABLE

Competency	*Entrepreneurship and Small Business Management*	*Marketing Essentials, 1st Ed.*	*Marketing Essentials, 2nd Ed.*	*Marketing Foundations and Functions*	*Marketing Practices and Principles*	*Retail Merchandising*
A 5 b	Chapter 4	Chapter 9	Chapter 9			
A 5 c	Chapter 9	Chapter 9	Chapter 9	Chapter 22		Chapter 23
A 5 d	Chapter 4	Chapter 9	Chapter 9			Chapter 19
A 5 e	Chapter 25		Chapter 10	Chapter 22	Chapter 15	Chapter 50
A 5 f	Chapter 25		Chapter 10		Chapter 15	
B 1 a	Chapter 16	Chapter 27	Chapter 38	Chapter 20	Chapter 41	
B 1 b	Chapter 16	Chapter 27	Chapters 37 & 38	Chapter 20	Chapter 41	Chapter 34
B 1 c	Chapter 16	Chapter 27	Chapter 38	Chapter 20	Chapters 12 & 41	Chapter 34
B 2 a	Chapter 2	Chapter 3	Chapter 4	Chapters 4 & 5	Chapter 3	Chapter 10
B 2 b	Chapter 2	Chapter 3	Chapter 4	Chapters 4 & 5	Chapter 3	Chapter 10
B 2 c	Chapters 8 & 24	Chapter 3	Chapter 4	Chapters 4 & 5	Chapter 3	Chapter 10
B 3 a	Chapter 2	Chapter 1	Chapters 3 & 4	Chapter 4	Chapter 2	Chapter 10
B 3 b	Chapter 2	Chapter 1	Chapters 3 & 4	Chapters 2 & 4	Chapter 2	Chapter 10
B 3 c	Chapter 2	Chapters 1, 2, & 3	Chapters 3 & 4	Chapter 4	Chapter 2	Chapter 10
B 3 d	Chapter 2	Chapter 1	Chapter 4	Chapter 4	Chapters 2 & 3	Chapter 10
B 3 e	Chapter 2	Chapter 1	Chapter 4		Chapters 2 & 3	Chapter 10
B 3 f	Chapter 2	Chapter 1	Chapter 4		Chapter 2	
B 3 g		Chapter 4	Chapter 1	Chapter 4	Chapter 4	Chapter 9
B 3 h	Chapter 2	Chapter 3	Chapter 4		Chapter 3	
B 4 a	Chapters 8 & 12	Chapter 2	Chapters 3, 29, & 36	Chapters 3, 4, & 16	Chapter 2	Chapter 10
B 4 b	Chapters 8 & 12	Chapter 2	Chapters 3, 29, & 36	Chapters 3 & 16	Chapters 2 & 21	Chapters 10 & 42
B 5 a	Chapter 2	Chapter 1	Chapter 3	Chapters 16 & 21	Chapters 1 & 2	Chapter 10
B 5 b	Chapters 5 & 19	Chapters 1 & 40	Chapters 3 & 39	Chapters 4, 16, & 21	Chapters 1, 2, & 21	Chapter 10
B 5 c	Chapter 2	Chapter 2	Chapter 3	Chapters 4, 10, & 21	Chapter 2	Chapter 10

Competency	*Entrepreneurship and Small Business Management*	*Marketing Essentials, 1st Ed.*	*Marketing Essentials, 2nd Ed.*	*Marketing Foundations and Functions*	*Marketing Practices and Principles*	*Retail Merchandising*
B 5 d	Chapter 2	Chapters 2 & 29	Chapters 3 & 30	Chapter 4	Chapter 3	Chapter 10
B 6 a	Chapter 21	Chapter 2	Chapter 3	Chapter 4	Chapter 2	Chapter 10
B 6 b	Chapter 8	Chapters 38 & 40	Chapters 5, 37, & 39		Chapters 3 & 25	Chapters 1 & 12
B 6 c	Chapter 2	Chapter 2	Chapter 3	Chapters 4, 6, & 7	Chapter 2	Chapter 10
B 6 d	Chapter 2	Chapter 2	Chapter 3	Chapters 4, 6, & 7	Chapter 2	Chapter 10
B 6 e	Chapter 8	Chapters 38 & 40	Chapter 37		Chapter 3	Chapter 12
B 6 f	Chapters 12, 15 & 27	Chapter 4	Chapter 5		Chapters 3 & 18	
B 6 g	Chapter 23					Chapter 16
B 7 a	Chapter 2	Chapter 1	Chapters 1, 3, & 4	Chapters 1, 3, & 4	Chapter 2	Chapter 9
B 7 b	Chapter 2	Chapter 2	Chapters 3 & 29	Chapters 3, 4, & 16	Chapters 2 & 21	Chapter 10
B 7 c	Chapter 2	Chapter 5	Chapters 3 & 6	Chapter 4	Chapter 5	Chapter 10
B 7 d	Chapter 2	Chapter 2	Chapters 3 & 29	Chapter 4	Chapters 3 & 21	Chapter 10
C 1 a	Chapters 3, 6, 7, & 21	Chapter 38	Chapters 12 & 37	Chapter 23	Chapters 35 & 38	Chapters 1, 18, 20, & 55
C 1 b	Chapters 3 & 7	Chapter 38	Chapters 12 & 37	Chapter 23	Chapter 38	Chapters 18, 20, & 55
C 1 c		Chapters 42 & 44	Chapters 41 & 42		Chapter 42	Chapter 54
C 1 d	Chapters 12, 17 & 23	Chapter 43	Chapters 5, 41, & 42			Chapter 16
C 1 e		Chapters 42 & 43	Chapters 41 & 42		Chapter 42	Chapters 8 & 54
C 1 f		Chapter 42	Chapters 41 & 42		Chapter 42	Chapters 18, 19, 54, & 55
C 1 g		Chapter 42	Chapters 41, 42, & 43		Chapter 42	Chapters 6, 16, 17, 18, 34, 54, & 55
C 2 a		Chapter 45	Chapter 43			Chapter 17
C 2 b		Chapter 45	Chapter 43			Chapter 17
C 2 c		Chapter 45	Chapter 43		Chapter 42	Chapter 17
C 2 d		Chapter 45	Chapter 43		Chapter 42	Chapter 17

Competency	*Entrepreneurship and Small Business Management*	*Marketing Essentials, 1st Ed*	*Marketing Essentials, 2nd Ed*	*Marketing Foundations and Functions*	*Marketing Practices and Principles*	*Retail Merchandising*
C 2 e						Chapter 54
C 2 f		Chapter 45	Chapter 43			Chapter 17
C 2 g	Chapter 3	Chapter 43	Chapters 41 & 42		Chapter 42	Chapters 18, 54, & 55
C 3 a	Chapter 3	Chapters 42 & 43	Chapters 41 & 42	Chapter 24	Chapter 42	Chapters 8, 17, 54, & 55
C 3 b		Chapters 42, 43 & 44	Chapters 41 & 42		Chapter 42	Chapters 1, 2, 6, & 11
C 3 c		Chapter 42	Chapters 41 & 42		Chapter 42	Chapters 3, 17, 18, & 54
C 3 d		Chapters 42 & 43	Chapters 41 & 42		Chapter 42	Chapters 1, 3, 8, 17, & 54
C 3 e		Chapters 42 & 44	Chapters 41 & 42		Chapter 42	Chapters 54 & 55
C 4 a				Chapter 3	Chapter 21	
C 4 b		Chapters 43, 44 & 45	Chapters 41, 42, & 43			Chapters 6, 8, 17, 18, 54, & 55
C 4 c	Chapter 5	Chapter 28	Chapter 40			Chapters 16 & 49
C 5 a		Chapter 45	Chapters 41, 42, & 43		Chapter 42	Chapters 17 & 54
C 5 b		Chapters 44 & 45	Chapter 41		Chapter 42	Chapter 17
C 5 c		Chapter 45	Chapter 43		Chapter 42	Chapter 17
C 5 d		Chapters 42 & 44	Chapters 41, 42, & 43		Chapter 42	Chapters 16, 54, & 55
D 1 a	Chapter 23	Chapter 10	Chapter 11			Chapter 19
D 1 b	Chapter 23	Chapters 43 & 44	Chapters 11 & 42			Chapter 19
D 1 c	Chapters 3 & 7	Chapters 39, 43 & 44	Chapters 11, 42, & 43		Chapter 37 & 42	Chapter 19
D 1 d	Chapter 6	Chapters 43 & 44	Chapters 11 & 42	Chapter 23	Chapter 35	
D 1 e		Chapters 10, 11, & 45	Chapters 11 & 12			Chapters 19 & 55
D 2 a	Chapter 27	Chapter 4	Chapter 5	Chapters 3 & 24	Chapter 37	
D 2 b	Chapter 27	Chapter 4	Chapter 5	Chapters 3 & 24	Chapters 1 & 37	Chapter 34
D 2 c	Chapter 12	Chapter 27	Chapter 38	Chapter 20	Chapter 41	

Competency	*Entrepreneurship and Small Business Management*	*Marketing Essentials, 1st Ed.*	*Marketing Essentials, 2nd Ed.*	*Marketing Foundations and Functions*	*Marketing Practices and Principles*	*Retail Merchandising*
D 3 a	Chapter 23	Chapter 11	Chapter 12	Chapters 8 & 23	Chapter 36	Chapter 20
D 3 b	Chapter 23	Chapter 11	Chapter 12	Chapter 23	Chapter 36	Chapter 19
D 3 c	Chapter 23	Chapters 10 & 11	Chapters 11 & 12	Chapter 23	Chapter 36	Chapter 16
D 4 a	Chapter 7			Chapters 7 & 22		Chapters 8 & 23
D 4 b	Chapter 7	Chapters 32 & 33		Chapters 7 & 22		Chapters 8 & 23
D 4 c	Chapter 27	Chapter 23	Chapter 23		Chapter 37	Chapter 41
D 5 a	Chapter 23	Chapter 10	Chapters 11 & 12	Chapter 23	Chapter 36	Chapter 34
D 5 b	Chapter 17	Chapter 11	Chapters 12 & 39		Chapter 36	Chapters 2, 16, & 19
D 6 a	Chapter 23	Chapters 9, 10, & 11	Chapter 12			
D 6 b	Chapter 6					
D 6 c		Chapters 10 & 11	Chapters 11 & 12			Chapter 19
D 6 d		Chapter 10	Chapters 11 & 12			Chapters 7 & 16
D 6 e	Chapter 4		Chapter 26	Chapter 14		Chapter 24
E 1 a	Chapters 11, 17, & 26	Chapters 29 & 30	Chapters 29 & 30	Chapter 16	Chapters 21 & 22	Chapter 26
E 1 b	Chapters 5 & 11	Chapters 29 & 30	Chapters 29 & 30	Chapter 16	Chapters 21 & 22	Chapter 26
E 1 c	Chapter 5	Chapter 31	Chapter 31	Chapter 16	Chapter 22	Chapters 21 & 25
E 1 d	Chapter 5	Chapters 18 & 28	Chapters 18 & 31		Chapter 22	Chapter 24
E 1 e		Chapters 18 & 25	Chapters 29 & 30			Chapter 44
E 2 a	Chapter 5	Chapters 18 & 28	Chapters 18 & 36			Chapters 38 & 48
E 2 b	Chapter 5	Chapters 18 & 28	Chapters 18 & 36	Chapter 16		Chapters 38, 41, 42, & 48
E 2 c		Chapters 18 & 28	Chapters 18 & 28			Chapter 24
E 3 a	Chapter 5	Chapter 18	Chapter 18			Chapter 48
E 3 b	Chapter 5	Chapter 18	Chapter 18			Chapter 38
E 3 c	Chapters 19 & 24		Chapter 18			

BEST COPY AVAILABLE

Competency	*Entrepreneurship and Small Business Management*	*Marketing Essentials, 1st Ed.*	*Marketing Essentials, 2nd Ed.*	*Marketing Foundations and Functions*	*Marketing Practices and Principles*	*Retail Merchandising*
E 4 a	Chapter 5	Chapter 8	Chapter 8			
E 4 b	Chapter 5	Chapter 8	Chapter 8			
E 4 c	Chapter 5	Chapter 8	Chapter 8			
E 5 a	Chapter 17	Chapter 18	Chapter 18			Chapter 41
E 5 b	Chapter 5	Chapter 28	Chapters 26 & 28	Chapter 14		Chapters 7 & 47
E 5 c	Chapter 5	Chapter 28	Chapters 27 & 28	Chapter 14		Chapters 7, 43, & 47
E 5 d	Chapter 11	Chapters 24 & 25	Chapters 24 & 25	Chapter 15	Chapter 27	Chapters 9 & 24
E 5 e	Chapter 5	Chapters 25 & 28	Chapters 26 & 28		Chapter 22	Chapters 24, 43, & 47
E 6 a	Chapters 5 & 24	Chapter 26	Chapters 26, 27, & 28		Chapter 39	Chapter 21
E 6 b	Chapter 22	Chapter 26	Chapters 26, 27, & 28	Chapters 14 & 15		Chapters 21, 43, & 50
E 6 c	Chapter 22	Chapter 26	Chapters 26 & 28	Chapter 14		Chapter 21
E 6 d	Chapter 5	Chapter 29	Chapter 29	Chapter 16	Chapter 21	
E 6 e	Chapters 5 & 22	Chapter 26	Chapters 26, 27, & 28			Chapter 21
E 6 f	Chapter 22	Chapter 25	Chapter 27	Chapter 14		Chapters 7, 43, & 47
E 7 a	Chapters 19, 20, & 24	Chapter 41	Chapter 40	Chapter 21	Chapter 40	Chapters 7 & 49
E 7 b	Chapters 19, 20, & 24	Chapter 41	Chapter 40	Chapter 21	Chapter 40	Chapters 7 & 49
E 7 c	Chapters 20 & 24	Chapters 38 & 41	Chapters 39 & 40	Chapter 21	Chapters 19, 39, & 40	Chapters 42 & 46
E 7 d	Chapter 25	Chapter 26	Chapter 10		Chapter 15	Chapter 50
E 8 a	Chapter 22	Chapter 26	Chapter 27	Chapter 14		Chapters 7, 45, 47, & 50
E 8 b	Chapters 16 & 22	Chapter 27	Chapter 38	Chapter 20		Chapters 39, 40, & 45
E 8 c	Chapter 22	Chapter 26	Chapter 27	Chapter 14		Chapters 7, 45, & 47
E 8 d	Chapter 22	Chapter 26	Chapter 27	Chapter 14		Chapters 7, 45, & 47
E 8 e	Chapter 16	Chapters 18 & 27	Chapters 18 & 38	Chapter 20	Chapters 21 & 41	Chapters 40, 45, & 50
F 1 a	Chapter 10	Chapters 33 & 34	Chapters 32 & 33	Chapter 9	Chapter 13	Chapter 51

Competency	*Entrepreneurship and Small Business Management*	*Marketing Essentials, 1st Ed.*	*Marketing Essentials, 2nd Ed.*	*Marketing Foundations and Functions*	*Marketing Practices and Principles*	*Retail Merchandising*
F 1 b	Chapter 10	Chapters 33 & 34	Chapters 32 & 33	Chapter 9	Chapter 13	Chapter 51
F 1 c	Chapter 10	Chapter 34	Chapters 32 & 33	Chapter 9	Chapter 14	Chapter 51
F 1 d	Chapter 10	Chapter 34	Chapters 32 & 33	Chapter 9	Chapter 14	Chapter 51
F 1 e		Chapter 34	Chapters 32 & 33	Chapter 9	Chapter 14	Chapter 51
F 1 f		Chapter 34	Chapters 32 & 33	Chapter 9	Chapter 14	Chapter 51
F 1 g		Chapter 34	Chapters 32 & 33	Chapter 9	Chapter 14	Chapter 51
F 1 h		Chapter 34	Chapters 32 & 33	Chapter 9	Chapter 14	Chapter 51
F 1 i			Chapters 10 & 39	Chapter 22	Chapter 15	
F 1 j	Chapter 6			Chapters 6, 9, &22	Chapter 8	Chapters 8 & 20
F 2 a	Chapter 10	Chapter 5	Chapters 2 & 39	Chapters 9 & 10	Chapter 6	
F 2 b	Chapter 10	Chapters 5, 6, & 39	Chapters 2 & 39	Chapters 7 & 10	Chapters 6, 9, 10, 11, & 20	
F 3 a	Chapter 11	Chapters 5, 6, & 39	Chapters 2, 6, & 39	Chapters 7 & 10	Chapters 4, 6, & 26	Chapter 28
F 3 a	Chapters 11, 17, & 26	Chapters 29 & 30	Chapters 29, 30	Chapters 6 & 16	Chapters 21 & 22	Chapter 26
F 3 b	Chapters 11, 17, & 26	Chapters 29, 30, & 40	Chapters 29, 30	Chapter 16	Chapters 21 & 22	Chapters 4 & 26
F 3 c	Chapter 11	Chapter 5	Chapter 2	Chapter 7	Chapter 21	
F 3 c	Chapters 11, 17, & 26	Chapters 29, 30, & 40	Chapters 29, 30, & 39	Chapter 16	Chapters 21 & 22	Chapter 26
F 3 d	Chapter 12	Chapter 37	Chapters 36 & 37	Chapter 10		
F 4 a		Chapter 33	Chapter 34	Chapter 12	Chapter 13	
F 4 b		Chapter 33	Chapter 34	Chapter 12	Chapter 16	
F 4 c		Chapter 33	Chapter 34	Chapter 12	Chapter 16	
F 4 d		Chapter 33	Chapter 34	Chapter 12	Chapter 16	
F 4 e		Chapter 30	Chapter 34	Chapter 12	Chapter 16	
F 4 f		Chapter 33	Chapters 32 & 34	Chapter 9	Chapter 16	

BEST COPY AVAILABLE

Competency	*Entrepreneurship and Small Business Management*	*Marketing Essentials, 1st Ed.*	*Marketing Essentials, 2nd Ed.*	*Marketing Foundations and Functions*	*Marketing Practices and Principles*	*Retail Merchandising*
F 5 a	Chapter 11	Chapters 33, 35, & 36	Chapters 33 & 34	Chapter 9	Chapter 13	Chapters 13, 14, 15, & 51
F 5 b	Chapter 11	Chapters 33, 34, & 35	Chapters 33 & 34	Chapter 9	Chapters 13 & 16	Chapters 13, 14, 15, & 51
F 5 c	Chapter 10	Chapters 33 & 34	Chapters 32 & 33	Chapter 9	Chapter 14	Chapter 51
F 5 d	Chapter 10	Chapters 33 & 34	Chapters 32 & 33	Chapter 9	Chapter 14	Chapter 51
F 5 e	Chapter 11	Chapters 33 & 34	Chapter 34	Chapters 6 & 12	Chapters 13 & 16	
F 5 f		Chapter 33	Chapter 32	Chapter 11		Chapters 8 & 50
F 5 g		Chapter 26	Chapter 10	Chapters 9, 11, 21, & 24	Chapter 15	Chapter 8
F 6 a	Chapter 11	Chapters 19 & 36	Chapter 35	Chapter 10	Chapters 17 & 18	Chapter 22
F 6 b	Chapter 11	Chapter 36	Chapter 34	Chapter 12	Chapter 16	Chapter 4
F 6 c	Chapter 10	Chapter 30	Chapters 30 & 34	Chapters 10 & 16	Chapter 16	
G 1 a	Chapters 11 & 18	Chapter 20	Chapter 20	Chapters 17 & 18	Chapters 28 & 29	Chapters 5 & 28
G 1 b	Chapter 18	Chapter 20	Chapter 20	Chapter 18	Chapter 30	Chapters 28 & 29
G 1 c	Chapter 18	Chapters 19 & 20	Chapters 19 & 20	Chapter 18	Chapters 29 & 32	Chapter 28
G 1 d	Chapter 18	Chapter 20	Chapter 20	Chapter 18	Chapters 29 & 30	Chapter 28
G 1 e	Chapter 18	Chapter 21	Chapters 20 & 21	Chapter 18	Chapter 30	Chapters 28 & 29
G 1 f	Chapter 12	Chapter 4	Chapter 29	Chapters 3 & 18	Chapter 32	Chapter 30
G 2 a	Chapter 11	Chapter 19	Chapter 19	Chapter 17	Chapter 28	Chapter 5
G 2 b	Chapter 11	Chapters 19 & 23	Chapter 19	Chapter 17	Chapters 28, 29, 30, & 31	Chapter 5
G 2 c	Chapter 18	Chapter 19	Chapter 19	Chapter 17		Chapter 28
G 2 d	Chapters 11 & 18	Chapters 19 & 20	Chapters 19 & 20	Chapter 17	Chapter 28	Chapters 27 & 30
G 2 e	Chapter 18	Chapter 23	Chapter 23	Chapter 17	Chapter 32	Chapters 5 & 28
G 3 a		Chapter 22	Chapter 22		Chapters 31 & 32	Chapters 31, 32, & 33
G 3 b				Chapter 18	Chapters 31 & 32	Chapter 27

Competency	*Entrepreneurship and Small Business Management*	*Marketing Essentials, 1st Ed*	*Marketing Essentials, 2nd Ed*	*Marketing Foundations and Functions*	*Marketing Practices and Principles*	*Retail Merchandising*
G 3 c				Chapter 17	Chapter 29	Chapter 27
G 3 d	Chapter 18	Chapter 21	Chapter 21		Chapter 30	Chapter 29
G 3 e					Chapter 32	
G 4 a	Chapter 18			Chapter 18	Chapters 31 & 32	Chapter 30
G 4 b	Chapter 18	Chapter 28		Chapter 18		Chapters 27 & 30
G 4 c	Chapter 18	Chapter 20	Chapters 19 & 20	Chapter 18		Chapters 30, 31, 32, & 33
G 4 d	Chapter 18			Chapter 18		Chapter 29
G 4 e	Chapter 18	Chapter 22	Chapter 22		Chapter 31	Chapters 31, 32, & 33
G 4 f						Chapters 31, 32, & 33
G 4 g	Chapter 18	Chapter 21	Chapter 19	Chapters 17 & 18	Chapters 28 & 29	Chapters 5 & 27
G 4 h	Chapter 18	Chapter 20	Chapter 20	Chapters 17 & 18	Chapter 29	Chapter 30
G 4 i	Chapters 11 & 18	Chapter 19	Chapter 19	Chapters 17 & 18	Chapters 28 & 32	Chapters 5 & 28
G 4 j	Chapters 11 & 18	Chapter 19	Chapter 19	Chapters 17 & 18	Chapters 28 & 32	Chapters 27 & 29
G 5 a	Chapters 11 & 18	Chapter 22	Chapter 22		Chapter 31	Chapters 5, 31, 32, & 33
G 5 b	Chapter 18	Chapter 22	Chapter 22		Chapter 31	Chapters 31, 32, & 33
G 5 c	Chapter 18	Chapter 22	Chapter 22		Chapter 31	Chapters 31, 32, & 33
G 5 d	Chapter 18	Chapter 22	Chapter 22		Chapter 31	Chapters 31, 32, & 33
H 1 a		Chapter 14	Chapter 14		Chapters 33 & 34	
H 1 b		Chapter 15	Chapter 15		Chapter 34	Chapters 36 & 37
H 1 c		Chapter 15	Chapter 15		Chapter 34	Chapters 36 & 37
H 1 d		Chapter 15	Chapter 15		Chapter 34	Chapters 36 & 37
H 1 e		Chapter 13	Chapters 13 & 14	Chapters 8 & 9	Chapters 7 & 34	Chapters 22 & 35
H 1 f		Chapter 13	Chapters 13 & 14	Chapter 9	Chapter 34	Chapter 36
H 2 a		Chapter 14	Chapter 14		Chapters 33 & 34	

Competency	*Entrepreneurship and Small Business Management*	*Marketing Essentials, 1st Ed.*	*Marketing Essentials, 2nd Ed.*	*Marketing Foundations and Functions*	*Marketing Practices and Principles*	*Retail Merchandising*
H 2 b		Chapter 14	Chapter 14		Chapter 34	Chapters 36 & 37
H 2 c		Chapters 13 & 15	Chapters 13, 14, & 15	Chapter 9	Chapter 34	Chapters 6 & 36
H 2 d		Chapters 12 & 15	Chapters 13 & 15		Chapter 34	Chapters 36 & 37
H 2 e		Chapters 13 & 14	Chapters 13, 14, & 15	Chapter 9	Chapter 34	Chapters 6 & 36
H 2 f		Chapter 16	Chapter 16	Chapter 9	Chapter 34	Chapters 6 & 37
H 2 g		Chapter 17	Chapter 17	Chapter 9	Chapter 34	Chapters 6 & 37
H 2 h		Chapter 17	Chapter 17	Chapter 9	Chapter 34	Chapters 6, 37, 38, & 41
H 2 i		Chapters 13 & 15	Chapters 13, 14, & 15	Chapter 9	Chapter 34	Chapter 36
H 2 j		Chapter 13	Chapters 13 & 14	Chapter 9	Chapter 34	Chapters 36 & 37
H 3 a		Chapter 12	Chapters 13 & 14	Chapter 9	Chapters 33 & 34	Chapters 35, 36, 37, & 38
H 3 b		Chapters 12 & 42	Chapters 13 & 41		Chapter 33	Chapter 35
H 3 c		Chapter 12	Chapter 19	Chapters 17 & 18	Chapters 25 & 33	Chapters 3 & 36
H 3 d		Chapter 12	Chapter 13	Chapter 15	Chapters 25 & 34	Chapter 39
H 4 a		Chapters 14 & 15	Chapters 14 & 15	Chapter 9	Chapter 34	Chapters 36 & 37
H 4 b		Chapter 17	Chapter 17	Chapter 9	Chapter 34	Chapter 37
H 4 c		Chapter 17	Chapter 17	Chapter 9	Chapter 34	Chapter 37
H 4 d		Chapter 17	Chapter 17	Chapter 9	Chapter 34	Chapters 37 & 38
H 4 e					Chapter 33	
H 5 a		Chapter 13	Chapters 13 & 14		Chapter 34	
H 5 b		Chapter 17	Chapter 17		Chapters 33 & 34	Chapter 7
H 5 c					Chapters 33 & 34	Chapter 7
H 6 a		Chapter 13	Chapters 13 & 14	Chapters 8 & 9	Chapters 7 & 8	Chapters 5 & 35
H 6 b		Chapters 13 & 14	Chapters 13 & 14	Chapters 17 & 18	Chapters 7 & 33	Chapter 35

Competency	*Entrepreneurship and Small Business Management*	*Marketing Essentials, 1st Ed.*	*Marketing Essentials, 2nd Ed.*	*Marketing Foundations and Functions*	*Marketing Practices and Principles*	*Retail Merchandising*
H 6 c	Chapter 22	Chapter 32	Chapter 26	Chapter 14		Chapters 3, 21, 22, 23,& 24
H 6 d	Chapter 22	Chapter 32	Chapter 26	Chapter 14		
I 1 a	Chapter 2	Chapters 1 & 35	Chapter 1	Chapter 10	Chapter 1	Chapters 10, 11,13, 22, & 35
I 1 b	Chapter 11	Chapter 5	Chapters 1 & 2	Chapters 1 & 2	Chapters 1, 2, 3, & 4	
I 1 c	Chapter 11	Chapter 5	Chapter 29	Chapter 7	Chapter 21	
I 1 d	Chapters 10, 11, & 26	Chapter 6	Chapter 6	Chapters 2, 3, 6 & 24		Chapters 8, 13, 50, 52, & 53
I 2 a	Chapters 11 & 28	Chapters 7 & 24	Chapter 24	Chapter 15	Chapter 23	Chapter 9
I 2 b	Chapters 11 & 28	Chapter 7	Chapter 24	Chapter 15	Chapter 23	
I 2 c	Chapters 11 & 28	Chapters 7 & 24	Chapter 24	Chapter 15	Chapters 23, 24, & 25	Chapter 9
I 2 d	Chapters 11 & 28	Chapter 7	Chapter 24	Chapter 15	Chapter 23	
I 2 e	Chapter 11	Chapter 7	Chapters 6 & 24	Chapter 15	Chapters 23, 24, & 25	Chapters 1 & 9
I 2 f	Chapter 11	Chapters 7 & 24	Chapters 24 & 25	Chapter 15	Chapters 23, 24, 25, & 27	Chapter 9
I 3 a	Chapter 28			Chapters 6 & 10	Chapter 4	
I 3 b	Chapter 28			Chapters 6, 10, & 11	Chapter 4	
I 3 c	Chapter 28			Chapters 6, 10, & 11	Chapter 4	
I 3 d	Chapters 11 & 28	Chapter 5	Chapter 2	Chapters 1, 10, 11, 17, & 20	Chapters 1, 4, & 26	
I 3 e	Chapter 11	Chapter 5	Chapter 2	Chapter 1, 10, 11, 17, & 20	Chapters 1, 4, 11, & 26	
I 4 b	Chapter 10	Chapters 5 & 6	Chapters 2 & 6	Chapters 1, 7, & 12	Chapters 1, 4, 5, 9, 10, 11, & 20	
I 4 c	Chapter 10	Chapters 5 & 6	Chapters 2 & 6	Chapter 7	Chapters 4, 5, & 6	Chapter 8
I 5 a		Chapter 4	Chapter 1	Chapters 1, 2, 3, 6, & 24	Chapters 1 & 4	

BEST COPY AVAILABLE

Competency	*Entrepreneurship and Small Business Management*	*Marketing Essentials, 1st Ed.*	*Marketing Essentials, 2nd Ed.*	*Marketing Foundations and Functions*	*Marketing Practices and Principles*	*Retail Merchandising*
15.a	Chapter 10	Chapter 5	Chapters 2 & 6	Chapters 1 & 7	Chapters 1, 4, & 5	
15.b		Chapters 4 & 5	Chapter 1	Chapter 1 & 2	Chapter 4	
15.c	Chapters 10 & 28	Chapter 5	Chapter 2	Chapters 1, 2, & 6	Chapter 1	
16.a	Chapters 1 & 2	Chapter 3	Chapter 7	Chapter 5	Chapter 12	
16.b	Chapters 1 & 2	Chapter 3	Chapter 7	Chapter 5	Chapter 12	
16.c	Chapter 1	Chapter 3	Chapter 7	Chapter 5	Chapter 12	
16.d	Chapter 1	Chapter 3	Chapter 7	Chapter 5	Chapter 12	Chapter 53

MISSOURI SHOW-ME STATE STANDARDS
KNOWLEDGE STANDARDS

The following table contains the learner outcomes cross-referenced to the Missouri Show-Me State Knowledge Standards. The learner outcomes are identified by the instructional unit uppercase letter and learner outcome number, i.e., the second learner outcome (Interpret marketing information) of instructional unit A (Communications in Marketing) is listed as *A.2*. The knowledge standards are listed below and on the cross-reference table.

Communication Arts (c)

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essay) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Fine Arts (f)

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education (h)

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)

6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

Mathematics (m)

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division: other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science (s)

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interaction of earth's biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

Social Studies (ss)

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Cross-Reference Table to Show-Me State Knowledge Standards

Learner Outcomes	Knowledge Standards																																
	Communication Arts							Fine Arts					Health/Physical Education							Math						Science							Social Studies						
	c1	c2	c3	c4	c5	c6	c7	f1	f2	f3	f4	f5	h1	h2	h3	h4	h5	h6	h7	m1	m2	m3	m4	m5	m6	s1	s2	s3	s4	s5	s6	s7	s8	ss1	ss2	ss3	ss4	ss5	ss6	ss7
A 1			X		X	X																																	
A 2	X		X	X	X	X																																	
A 3	X					X																																	
A 4	X					X																																	
A 5	X		X	X																																			
B 1																																							
B 2																																					X			
B 3																																					X			
B 4																																			X					
B 5																																					X			
B 6																		X															X				X			
B 7																																					X			
C 1																																							
C 2	X	X		X		X																																	
C 3																																							
C 4																				X																			
C 5				X																																			

		KNOWLEDGE STANDARDS																														
		Communication Arts							Fine Arts					Health/Physical Education							Math						Science								Social Studies						
		c1	c2	c3	c4	c5	c6	c7	f1	f2	f3	f4	f5	h1	h2	h3	h4	h5	h6	h7	m1	m2	m3	m4	m5	m6	s1	s2	s3	s4	s5	s6	s7	s8	ss1	ss2	ss3	ss4	ss5	ss6	ss7
LEARNER OUTCOMES	D 1																	X																						
	D 2																		X	X																			X	
	D 3																																							
	D 4																																							
	D 5																																							
	D 6						X																																X	
	E 1																				X																			
	E 2																				X																			
	E 3																				X																			
	E 4																				X																			
	E 5																				X																			
	E 6																				X		X	X																
	E 7																				X		X																	
	E 8																				X		X																	
	F 1				X																																		X
	F 2																				X			X														X		
	F 3																																					X		
	F 4																																							
	F 5																																					X	X	X
	F 6																																							

		KNOWLEDGE STANDARDS																														
		Communication Arts							Fine Arts					Health/Physical Education							Math						Science								Social Studies						
		c1	c2	c3	c4	c5	c6	c7	f1	f2	f3	f4	f5	h1	h2	h3	h4	h5	h6	h7	m1	m2	m3	m4	m5	m6	s1	s2	s3	s4	s5	s6	s7	s8	ss1	ss2	ss3	ss4	ss5	ss6	ss7
LEARNER OUTCOMES	G1											X									X	X																		
	G2																																								
	G3			X																																				
	G4																				X	X	X	X																	
	G5											X																													
	H1	X		X			X																																	
	H2	X		X			X																																	
	H3																																							
	H4																																							
	H5			X																	X																			
	H6							X																																
	I1																																							
	I2																																							
	I3																																							
	I4																																							
	I5																																							
	I6																																							

MISSOURI SHOW-ME STATE STANDARDS
PERFORMANCE STANDARDS

The following table contains the learner outcomes cross-referenced to the Missouri Show-Me State Performance Standards. The learner outcomes are identified by the instructional unit uppercase letter and learner outcome number, i.e., the second learner outcome (Interpret marketing information) of instructional unit A (Communications in Marketing) is listed as *A.2*. The performance standards are listed below and on the cross-reference table.

Goal 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Goal 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

Goal 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

Goal 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

Cross-Reference Table to Show-Me State Performance Standards

Learner Outcomes	Performance Standards																													
	Goal 1										Goal 2							Goal 3								Goal 4						
	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	2.1	2.2	2.3	2.4	2.5	2.6	2.7	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8
A1					X			X				X	X			X	X	X	X	X	X	X	X	X	X	X							
A2	X	X			X	X	X	X				X				X		X	X	X	X	X	X	X	X	X			X				
A3								X		X	X		X			X		X	X	X	X	X	X	X	X					X			
A4					X						X	X	X			X	X							X	X					X			
A5					X			X			X	X	X			X	X							X	X					X			
B1							X											X	X	X	X		X	X	X	X				X		X	
B2																											X						
B3								X											X				X										
B4					X		X											X	X				X	X	X		X					X	
B5								X													X	X	X		X								
B6																									X		X						
B7								X											X			X	X		X								
C1										X	X					X						X	X	X	X	X							X
C2											X		X											X									X
C3				X																					X	X							X
C4												X												X	X								X
C5												X				X			X	X	X		X	X	X	X	X			X			X

LEARNER OUTCOMES	PERFORMANCE STANDARDS																											
	Goal 1										Goal 2							Goal 3								Goal 4				
	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	2.1	2.2	2.3	2.4	2.5	2.6	2.7	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8
D.1						X							X					X	X	X	X	X	X	X	X								
D.2										X			X					X	X	X	X	X	X	X	X	X		X					
D.3											X		X			X		X	X	X	X	X	X	X	X								
D.4										X			X				X	X	X	X	X	X	X	X	X								
D.5						X				X			X					X	X	X	X	X	X	X	X	X					X		
D.6					X		X	X		X	X		X			X		X	X	X	X	X	X	X	X	X			X	X	X		
E.1				X			X												X		X	X	X	X								
E.2				X			X																X		X					X			
E.3				X			X			X													X	X	X							X	
E.4				X			X											X	X	X	X	X	X	X	X	X							
E.5				X				X										X	X	X	X		X	X	X								
E.6				X														X	X	X	X		X		X	X						X	
E.7				X	X													X	X	X	X	X	X	X	X				X				
E.8				X			X														X		X	X	X	X							
F.1			X				X	X										X	X	X	X	X	X	X	X	X							
F.2																		X	X	X	X	X	X	X	X	X							
F.3								X										X	X	X	X	X	X	X	X	X							
F.4																		X	X	X	X	X	X	X	X	X							
F.5								X										X	X	X	X	X	X	X	X	X				X		X	X
F.6							X	X											X		X		X	X	X								

LEARNER OUTCOMES	PERFORMANCE STANDARDS																													
	Goal 1										Goal 2							Goal 3								Goal 4						
	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	2.1	2.2	2.3	2.4	2.5	2.6	2.7	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8
G.1					X		X											X	X		X	X	X	X	X							X	
G.2					X	X				X		X				X		X	X	X	X	X	X	X	X	X				X			
G.3								X		X	X					X		X	X	X	X	X	X	X	X	X				X		X	
G.4										X	X					X		X	X	X	X	X	X	X	X					X			
G.5								X			X						X						X	X	X							X	
H.1		X	X					X		X	X		X			X		X	X	X		X	X	X		X						X	
H.2		X	X							X	X		X			X		X	X			X	X	X	X	X					X			
H.3													X			X		X	X	X	X		X	X	X	X						X	
H.4			X								X		X			X		X	X	X	X	X	X	X	X	X						X	
H.5								X		X	X					X			X	X													
H.6		X		X	X	X	X			X						X	X				X	X	X		X				X		X		
I.1					X	X												X	X	X	X	X	X	X	X	X							
I.2										X								X	X	X	X	X	X	X	X								
I.3										X								X	X	X	X		X	X	X	X							
I.4	X	X																X	X	X		X	X	X		X							
I.5																		X					X			X							
I.6							X	X										X			X	X	X	X			X						